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ABSTRACT

The literature on student unrest at colleges and universities cites dissatisfaction with the learning experience as a primary cause of student rebellion. Student charges that many college courses are irrelevant to social realities and needs, and that the traditional structure of the academic curriculum results in a fragmented and superficial educational experience are familiar to all concerned with higher education. Not only has the substance of particular courses and academic programs come under attack, but also the methods of packaging them, such as the A-to-F grading system, the use of lectures rather than independent study, and inflexible course and degree requirements. Studies have indicated that in the past only a few colleges and universities provided effective means for students to design or shape accredited academic programs. Now, however, institutions of all types, sizes, and geographic locations are not merely bowing to student pressures for participation in educational reform, but are actively encouraging student suggestions for change. This paper summarizes results from a survey of student initiated changes in college curriculum in over 230 diverse higher education institutions in the U.S. (Author/HS)

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Student Initiated Changes in the Academic Curriculum

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STUDENT-INITIATED CHANGES

IN THE

ACADEMIC CURRICULUM

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July 1972

FOREWORD

This paper summarizes results from a survey of student initiated changes in college curriculum. Over 230 diverse institutions of higher education contributed information. In addition, recent literature is reviewed, The author, Janet Shoenfeld, was formerly a research associate at the Clearinghouse on Higher Education. This occasional paper is the first of its type to be published by ERIC/Higher Education. Occasional papers will be available from the Clearinghouse while the supply lasts. They will be cited in Research in Education, a monthly publication of the Office of Education and will be available from: ERIC Document Reproduction Service, Post Office Drawer O, Bethesda, Maryland 22204. If you wish to order ERIC documents cited in the bibliography, the ERIC Document (ED) number must be specified. Payment for microfiche (MF) or hard copy (HC) must accompany orders of less $10.00. All orders must be in writing.

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INTRODUCTION

The literature on student unrest at colleges and universities cites dissatisfaction with the learning experience as a major, and sometimes the major, cause of student rebellion. Student charges that many college courses are irrelevant to social realities and needs, and that the traditional structure of the academic curriculum results in a fragmented and superficial educational experience are familiar to all concerned with higher education. Not only has the substance of particular courses and academic programs come under attack, but also the methods of packaging them, such as the A to F grading system, the use of lectures rather than independent study, and inflexible course and degree requirements.

N. N. Betts, Jr., observed in 1970:

> There is a good bit of evidence to suggest that student concerns will be more and more with academic policy, with the nature of the curriculum, the quality of teaching, the depersonalization of education.

The findings of the survey reported here certainly add to this evidence. Studies have indicated that in the past only a few colleges and universities provided effective means for students to design or shape accredited academic programs, most relegating student-initiated efforts to extracurricular activities. Now, however, it is clear that institutions of all types, sizes, and geographic locations are not merely bowing to student pressures for participation in educational reform, but are actively encouraging student suggestions for change.

Methodology

This survey of 234 diverse institutions of higher education was undertaken in December 1969, a time when the movement toward student-initiated educational reform was well under way. About 70% of the sample surveyed were institutions cited by students attending a recent U.S. National Student Association conference as having at least one student-initiated course. The remaining 30%, however, were chosen at

random. Both groups responded at approximately the same rate.

A letter accompanied by a brief five-item questionnaire* was sent to the staff member in charge of academic affairs asking for information on courses, programs, or activities that had been established or modified at the direct request of students. Learning experiences that were not awarded credit were not to be included. In addition, the survey form asked whether the institution, in response to specific student pressure (in contrast to general student activism) had adopted new grading practices, dropped courses, or altered degree requirements. The respondents were further asked to describe how students were instrumental in effecting these changes. Of the 234 institutions surveyed, 132 responded, a response rate of 56.4%. This report presents and discusses the findings.

Organization

The report is divided into two major sections: Types of Curricular Reform and Processes of Curricular Reform. The sequence of discussion in Part I generally reflects the frequency of responses concerning the topic under consideration. It begins, for example, with the most commonly reported student-initiated change - the establishment of Black Studies courses and programs. Findings concerning Ethnic Studies programs are discussed separately, since these programs usually refer not to black experience but to the role and history of other minorities in the U.S.

Courses established in response to student desires for "relevance" are the third group under discussion. These courses relate directly to current social and/or political issues. Although the subjects of these courses sometimes overlap with those of Black or Ethnic Studies courses (when the topic is "racism," for example), the category is distinct enough to warrant separate treatment. The findings reported include both individual course innovations and the creation of entire departments.

The next topic deals with student-initiated courses that fit comfortably within the established curriculum and includes examples of new courses in the arts, the freshman-year program, and courses concerning the role of higher education and the university.

*The letter and questionnaire appear in Appendix A.

Changes in degree requirements and course load are considered next. Although the tendency was in the direction of reducing requirements, institutional methods of doing this varied.

Grading reform, principally the introduction of the pass/fail system, is the last item under "Types of Curricular Change." Again, while a large number of institutions introduced pass/fail, there was great variation in the extent of and constraints on its use.

Part II deals with the processes or methods of curricular change, and considers how students effected innovations. Eight approaches are identified, ranging from service on academic committees concerned with specific courses or practices to the formulation of comprehensive plans calling for and outlining the reconstruction of entire academic programs and structures.

I. TYPES OF CURRICULAR REFORM

Black Studies

The most common-student initiated change reported was the establishment of Black Studies courses or programs. Fifty-nine institutions,* ranging from small, private, rural colleges to large, public, urban universities, reported the inclusion of Black Studies courses in their curricula, often following recommendations from black student groups. Black students, in fact, frequently shared responsibility with faculty for developing new courses, locating faculty, and recruiting new students.

A majority of institutions, such as the universities of Alabama, Colorado State, and Arizona, Cornell College (Iowa) and Kansas State College of Pittsburgh, chose to include new Black Studies courses within existing departments. Thus, on many campuses, Afro-American literature was added to the English Department, The Negro in the United States (or some version thereof) to the History Department, such courses as Economic Development of the Black Community and Economics of Poverty and Discrimination to the Economics Department, and Swahili to the Department of Foreign Languages. The scope of traditional fields was stretched to encompass topics

*Listed in Appendix B

such as: The Black Community as Internal Colony (at Indiana University), Black Nationalism (at Chatham College), Black Philosophy (at Swarthmore), The Mind of Black America (at the University of Arizona), and Black Experience (at the University of West Virginia). Most institutions, however, chose to offer courses that fell clearly into the established disciplinary categories of literature, history, sociology, and the arts.

About 20 of the responding colleges and universities, including such differing institutions as Fordham, the universities of Akron, Montana, Houston, and California at Santa Barbara, initiated full-fledged degree programs in Black or Afro-American Studies. Like Temple University and the University of Ohio, Fordham established an Afro-American Institute at the urging of black students. In the first semester, Fall 1969, courses were offered in: history, social thought, economic structure of the community, social institutions from antiquity, psychology, comparative social and cultural systems, and Swahili.

The University of Houston's program was more elaborate. It offered: Afro-American culture, people of Africa, black identity, community organization and development, American minority peoples, social movements, economics of slavery, human resources and poverty, Afro-American literature, history of East, Central and West Africa, elementary and intermediate Swahili, topics in political dynamics, Africa in world affairs, government, politics and geography in Africa, educating the disadvantaged, and independent study.

Independent and field studies and the requirements of community service were common features of newly established Black Studies courses and departments. A student-engendered course, "Study of Poverty and Ghetto Life," at the University of California, Berkeley, required students to live in homes in the Oakland poverty area while investigating the organization of the black ghetto, the roles of existing institutions, the culture and possible planning solutions. Berkeley students taking "The Politics of Race Relations" conducted field research on the structural, ideological, and social psychological dynamics of the political process surrounding a "Poor Peoples" demonstration in Washington, D.C. The proposed community service

component of the Black Studies program at University of California, Santa Barbara, was typical in its inclusion of urban programs, workshops, cultural offerings, social activities, programs dealing with relations between black students and their parents.

Extensive turmoil attracting national attention surrounded the establishment and role of the Black Studies Department at San Francisco State College in 1969. A listing of course titles indicates the Department's special flavor: Black History, Black Psychology, Black Involvement in Scientific Development, Black Arts and Humanities, Literature of Blackness, Black Writers Workshop, Black Intellectuals, Black Fiction, Black Poetry, The Painting of Blackness, The Sculpture of Blackness, Black Radio, Television and Film, Black Journalism, Black Oratory, Black Philosophy, Black Classics, Black Politics, Sociology of Blackness, Economics of the Black Community, Geography of Blackness, Social Organization of Blackness, Field Work in Black Organization, Social Structure of Black Organization, Field Work in Black Community, Development of Black Leadership, Demography of Blackness, Black Counseling, and Black Nationalism and the International Community.

Third College at the University of California, San Diego, was in the process of development at the time of the survey. Oriented toward ethnic and urban studies, the College is designed to include Black and Mexican-American studies programs. Students were engaged in planning the curriculum and developing the philosophy to guide future academic plans for the College. "In anticipation of Third College there are certain courses in ethnic studies which are currently available. These were (established) in direct response to stated requests of our students and their awakened interest in ethnic and cultural matters."

Ethnic Studies

Seventeen mostly Western and Southwestern institutions* (eight of them in California) reported the establishment of ethnic studies courses or programs at the urging or with the participation of students. The heavy involvement of students in

*Listed in Appendix C

the development of such programs as Indian Studies at the University of Montana and American Ethnic Studies at Sonoma State College (California) was emphasized by respondents. The Dean of the Faculty at Sonoma State wrote: "All of the initial cadre of ethnic studies faculty were interviewed and approved by the students who worked toward the development of the program. We hired no faculty member who was not approved by the students."

In contrast to the common academic practice of randomly adding more courses to various departments, most of the responding institutions initiated comprehensive degree-earning programs. Some examples are the new College of Ethnic Studies at Western Washington State College and three degree programs in Mexican-American Studies at the University of Arizona. The Arizona program concentrates on preparing students for teaching in the field "rather than merely contributing to broader cultural understanding"--evidence of genuine commitment to this new area of study.

While preparing the proposal for a program in American Ethnic Studies, the Educational Policies Council of Sonoma State College's Academic Senate, in which students hold 15 voting memberships out of 62, sent out two questionnaires to assess community and student reactions to this new field of study. The response was "most favorable." The number of students who expressed interest and approval far exceeded the number of students in each ethnic group enrolled at the College - an indication to the Council that they need not be concerned that ethnic studies courses would become segregated courses. The response from the community indicated that the public school system and other public service organizations were ready to employ graduates of an ethnic studies program and suggested a wide range of possible positions graduates might be called upon to fill. Because of high public interest in the provision of ethnic studies in the College's service area, Sonoma State developed courses, institutes, and workshops in its extension and continuing education programs.

As in Black Studies programs, community service is a typical aspect of ethnic studies. A student-initiated course at the University of California, Berkeley, entitled "Education of Deaf Mexican Children" calls for students to teach and work

with youngsters at the School of Deaf Children in Tijuana, Mexico. While tutoring at the School, students live with local families.

The proposed Center for Chicano Studies at the University of California, Santa Barbara, would offer community workshops, cultural events, nonresearch publications, etc. A course in "Brown Power" is offered in the extension program of the University of California, San Diego, in addition to courses in the regular academic program on Spanish-American-Mexican history and culture. American Indians and Mexican-Americans were not the only focus of ethnic studies programs. Puerto Rican Studies were offered at Fordham and Asian-American Studies were offered at several California institutions. The Asian-American Studies program at San Francisco State was the most extensive reported. It offers courses in: Practical English Skills for Asian-Americans, Third-World Community Workshop, Sociocultural and Political History, Asian-American Communities and the Urban Crisis, The Asian-American: A Psychological Profile, Asian Perspectives on Western Literary Traditions, Asian-American Workshop in Creative Writing, Asian-American Studies: Curriculum, Research and Evaluation, Conversational Cantonese, The Chinese in America, The Chinese-American Community, Mental Health Problems in the Chinese-American Community, TheJapanese-American: A Social and Psychological Profile, The Japanese-American in the United States, Japanese-American Community Workshop, Selected Topics in Japanese-American Studies, Introductory Tagalog, Introductory Ancient Philipino History, Introductory Modern Philipino History, Philipino Arts, and Philipino Community Workshop.

The respondent from the University of Hawaii wrote:

> In the spring of 1969, student radicals of the Black Student Union and the Third-World Liberation Front demanded a program in ethnic studies. After several meetings in which the University administration tried to facilitate the development of the proposal, the students insisted that the initiative should be theirs. However, during the intervening summer the student leaders lost interest in the program and the idea died. Upon prodding of certain students by the administration, we have revived the idea and a student-faculty committee has been appointed and a coordinator is about to be hired to develop plans for a program which will study the life of minority ethnic groups within the American culture, particularly in Hawaii.

Montclair State College attributed to student initiative a College requirement that students take at least one of a specified group of courses that aim to increase student awareness and understanding of the problems and culture of minority groups and their contribution to the nation's heritage and future.

Many respondents noted that students were not only instrumental in developing academic programs in black and ethnic studies, but that their suggestions also resulted in the establishment of programs to recruit minority students. Frequently, admissions officers used minority students already enrolled in the institution as members of recruiting teams and as staff in their offices.

Social and Political Problems

As might be expected, and as the proliferation of black and ethnic studies indicates, student-initiated courses are overwhelmingly concerned with contemporary social and political issues in the U.S. Many of the new courses deal with urban problems and encourage or require service in a city community. Typical examples of these problem-centered courses are Xavier University's (New Orleans) "The University and the City" and "Community Health Seminar," Oberlin College's "Urban Political Analysis" and "Seminar in Teaching the Disadvantaged," Kalamazoo College's "Racism and Culture," and Indiana University's "Poverty Seminar" and "Rise and Fall of Urban Decay - The Ghetto."

At several institutions, students succeeded in raising the status of community service from an extracurricular activity to a college requirement. At Iowa Wesleyan, for instance, students are required to spend at least 7 weeks engaged in service to a community. Central State University in Wilberforce, Ohio, has designed a University-wide "Community Participation Program" in which students are awarded 3 hours of credit for 6 hours of active community work per week.

The creation of formal urban studies institutes or centers was rarely mentioned by respondents as a direct outgrowth of student requests, despite the fact that many of the institutions had established such programs or centers. Two cited exceptions were the Division of Urban Education in Indiana University's

School of Education and a concentration in urban affairs instituted at Colgate University. In contrast to black and ethnic studies, students appear to have been responsible more for specific courses dealing with urban conditions, rather than for comprehensive programs.

"Relevance" is provided at Southern Illinois University by a student-suggested course entitled "Issues of Today." Empowered to choose both topic and teacher, students selected "Election '68" as the first topic for the Winter 1969 quarter. The course covered: the American party system, who votes and why, the Democrats, Republicans, Vietnam, the economy, civil rights, the poor, the American city, fringe and mainstream political participants, myth and reality of public opinion, what the politicians said or failed to say, and the '68 Congressional elections. "Black Militancy" was the next "Issue of Today," and students studied material on: the history of slavery, abolitionist thought and activity, early militant spokesmen and activists, 20th century militants and movements, foreign philosophies and militant influences, related organizations and degrees of militancy, freedom movement activities, and contemporary militant newspapers, magazines, music, movies, dress, and manners.

Indiana University's "J" Series in the College of Arts and Sciences offers further examples of socially relevant new courses: Politics and the New Left, Evolution of the Use of Drugs, Role of the Mafia in Contemporary America, Rock and Folk Lyrics and the Counterculture, The Penal Code System, Attitudinal Racism, and Contemporary Political Problems, which covers political aspects of environmental management, radical black politics and related third-world movements, the Marxian revolutionary idea, the white "problem" in the American city, ancient Hebrew and modern black prophets, and crisis in European integration.

At Colgate University, students were responsible for the establishment of courses in civil disobedience and problems of war and peace, as well as one on

environmental issues. At the Chicago branch of the University of Illinois, courses in Institutional Racism in Social Welfare and Social Action were added to the curriculum in response to student suggestions.

Student pressure on colleges and universities to provide socially relevant learning experiences resulted not only in the establishment of individual courses, but also of entire programs and departments. Sonoma State College's Dean of the Faculty wrote of a newly established masters program in political science:

> The Political Science MA clearly originated with a group of graduating seniors in political science. It differs from conventional MA degrees because it involves an internship program and has an emphasis on learning the techniques of securing change within the present system.

The request for approval of the new degree stated:

> Many contemporary students are deeply disturbed by inconsistencies they find in the American Society. Of special concern to them is the gap between the high ideals of justice, equality and freedom set forth in the Declaration of Independence, the Constitution of 1787, and the Bill of Rights, and the actual performance of the society where they find inequality, injustice and poverty. Some students wish to destroy the hypocrisy they see about them through total revolution. Others seek to escape the dilemma through self-immolation. On the other hand, there are students who wish to operate within the system to bring about social reform; to bridge the gap between ideals and practice. For this latter group of students this program is designed.

The emphasis on active involvement with concrete political issues through internships and the view that academic learning should have practical objectives are characteristic of student-initiated courses.

This problem-centered approach is demonstrated in the new Department of Applied Behavioral Sciences at the University of California, Davis. Students played a significant role in its establishment, and a student committee designed its undergraduate major. The program's focus is similar to that of the Sonoma State Political Science MA.

> APPLIED BEHAVIORAL SCIENCES prepares students for creative work with people in helping them improve their social and their physical environments. The study of human social behavior together with the study of processes and strategies of social change are emphasized. Knowledge of the behavioral and environmental sciences is integrated with the development of skills necessary to apply this knowledge to the solving of complex social problems.
>
> The curriculum is intended primarily for students whose career goals are oriented toward public and community service. Community development, education, environmental design, and inter-group relations are examples of fields offering opportunities for employment of graduates in a wide variety of settings.

The curriculum includes such courses as: Scientific Bias and Social Myths, Directed Group Study, Special Study for Undergraduates, Orientation to Community Resources, Housing, Community Development, The Disadvantaged, The Continuing Learner, Man, Work and Technology, Research Methods and Applied Behavioral Science, Tutoring in Applied Behavioral Sciences, Community Tutoring, and Special Study for Advanced Undergraduates.

While students suggested material and helped to develop programs of study at some campuses, they actually ran courses at others. Two examples of student-run courses dealing with socially relevant topics are Rosary College's (Illinois) course on racism and Loyola University's (Louisiana) course on drugs. The Loyola course was dropped after one semester because the Dean of Stduents decided it would be possible to reach more students with information about drugs by inviting guest lecturers to the campus. Another example is Boston University's "The Radical Critique of the American Political Economy," which has the following course description:

> The Radical Critique of the American Political Economy is an innovative course which attempts to subject the major political, social and economic institutions of the United States to a systematic and radical inquiry. The course has an explicitly radical perspective, although within that perspective many points of view contend. The major topics covered by the course include racism, the oppression of women, imperialism, labor and the working class and a brief overview of Marxist economic and social theory. The structure of the course combines outside lecturers and student-led discussion groups weekly, and the course is governed by the student section leaders.

Some students not only want a voice in choosing curricular content but seek reform in the overall decisionmaking process as well. This is indicated by the description of the administration of "The Radical Critique...":

> The course is administered by the Radical Course Collective; i.e., the section leaders and co-leaders. It should be noted that most sections have both male and female leaders, one or the other acting as a co-leader and both members of the Collective. All decisions as to content of the course, schedule, speakers, readings, etc., are made democratically by the Collective, in consultation with members of the Faculty Liaison Committee.

Here the administrative structure is similar to that of free universities, which students have established to provide learning experiences that are generally unavailable at most institutions of higher education. The chairman of a faculty Academic Policy Committee made the following assessment of the course:

> Generally it was agreed that the student faculty and the student audience demonstrated enthusiasm, a curiosity rarely found among college courses. Lecture sessions are followed by extremely vigorous spontaneous discussions between the floor and the speaker. Some discussion sections have been found to be well attended and filled with talk and the exchange of ideas. Some committee members found that contrary to their expectations no monolithic ideological view was to be found in lecture or discussion. There is a very generous sense of inquiry to be found among the students in the course, and, to a lesser degree, among the faculty.

However, he went on to say that "the course could be materially improved by adequate and concerned faculty supervision."

Another new accredited course organized, conducted, and evaluated by students is Experiments in Learning at Our Lady of the Lake College (Texas). It is described as a "seminar on interdisciplinary topics of contemporary relevance."

Courses run by Swarthmore College students include classes in: Radical Education, Black Philosophy, Technology and the Environment, Human Ecology, Theories of Psychotherapy, and The Film in America. In addition, students at Swarthmore initiated and participated in the planning and administration of a course entitled Technology and Freedom, a general survey course of issues in the evolution of technology and social organization and their relationship to individual liberty and privacy.

In a student-initiated Action Studies Program ("a 'free university' which nevertheless is integrated within the University of Iowa"), graduate students share teaching duties with some faculty members. This program was established in response to student demands for

> ...courses more relevant to current social problems, action-oriented courses in which learning would not be divorced from doing, and a program sufficiently flexible and experimental that courses could be given on topics that departments would not ordinarily consider. Students could suggest courses, have a say in class decorum (no classes are strictly lecture) and even determine much of the material to be read and discussed.
>
> In addition to sponsoring courses, the program was broadened to include conferences, speakers, and panels, generally of a controversial nature.

Fourteen courses were offered at the beginning of the program in Spring 1968: History of Vietnam, Teaching in Urban Ghetto, Critique of Business Life, The New Industrial State and the Question of Peace, Applied Behavior Analysis, The Media and McLuhan, The Nature of Sex, Literature and Theology, Literature and Revolution, Mythology and American Folk Literature, Contemporary Afro-American Literature and Thought, Underground Newspaper Workshop, Practical Creativity for Poets, Writers and Other People, and Poverty Action. As a direct result of the actions of some of the participants in the Poverty Action course, city records on housing that failed to meet standards of the local code were made available to the public. A tutorial program for socially deprived, low-income children was also begun.

The Program's general policy was not to repeat courses; however, some have become a part of the regular University curriculum. Although academic credit is not automatically awarded, in the Action Studies Program (even when the subject is The Organization of a Coffee House) credit is sought and often granted through individual departments if the course conforms to certain rigorous academic requirements.

New Courses in General

Although the majority of new courses deal with social and political issues previously considered outside formal academic concern, there are many new student-initiated courses that have been easily accommodated within the traditional college

curriculum. Some examples are: Latin American Economics, Political Systems of Sub-Saharan Africa, The Creative Imagination in Contrasted Civilizations, and Aesthetics of Environmental Art offered at Oberlin College; Karate, History of Religion--Old and New Testaments, and Calculus for Non-Science Majors offered at Mt. Hood Community College (Oregon); New Directions in Theatre, Mathematics and Everything Else, Human Sexuality, Stylistic Techniques in Creative Writing and Introduction to Clinical and Community Psychology offered at Indiana University; Major Writers of the European Tradition offered at Wilson College; Behavioral Science Survey at Maryville College (Missouri); Broadcast Journalism at Xavier University; Seminar on Ecclesiology at Union Theological Seminary; and Contemporary Vietnam at the University of Hawaii.

Students at some institutions (e.g., Cornell College and Albright College), sought an end to compulsory attendance at weekly convocations and artist-lecture series; however, at other universities, more cultural programs and courses in the arts were created. At the University of Montana, the visiting lecture and concert programs were broadened extensively primarily because of the financial contributions of students. Five courses in dance have been added to the curriculum at Wilson College (Pennsylvania), and student-initiated courses on film-making have been popular additions to many academic curricula. Emory University is one example.

The freshman-year course regimen came under attack on some campuses. Noting "a relative lack of intellectual stimulation" during the freshman year at Carleton College, a student curriculum committee report recommended various reforms that were subsequently adopted. The changes included a freshman-year humanities course, freshman seminars, and modification of the grading system to extend a pass/fail option to most freshman courses. Students also participated in developing a freshman seminar program at Southwestern College in Memphis.

As the demands for "relevance" and opportunities for community service show there is great interest among students in the practical implications of knowledge. At student request, the College of Education at the University of Illinois, Chicago Circle, established a requirement that all students taking Social Foundations of

Education must spend 3 hours each week in a school. The experience enables students to test and evaluate concepts presented through lectures and readings, their own feelings about the teaching profession, and their preconceptions about education, schools, and learning. Class discussion about this field experience have become an integral part of the course.

The role of the university and the nature of teaching and learning form another category of student concern. Students at the University of California, Santa Barbara, were the major sponsors of a program on the Structure and Purpose of the University. Classes were offered on the University and Society, History of University and Society, Nature of the University, and The University and Politics. University of Texas students received credit for a pass/fail course entitled Self and Campus Society. University of Utah students studied The University of Utah as an Educational Institution. Marymount College (New York) students were awarded credit for participation in an Innovation Workshop covering: Changing Educational Objectives of Colleges and Universities, Critique of Undergraduate Teaching, Course Innovations for Fall 1970, and Evaluation of the Course Innovations (to take place a year later).

At SUNY Buffalo, students took courses in Education, Cooperation and Society, Experiments in Education Change, Experimental College: Self-Study and Comparative Analysis, Students and Their Institutions, Planning a New University, and Justice in the University. At the University of California, Berkeley, a student-initiated course, Social and Behavioral Factors in College Commitment, combines a concern for minority problems with an interest in the university experience. The course description reads:

> A critical evaluation of social and behavioral problems of academic achievement among minority students with major emphasis being placed on the Negro, Mexican-American, and American Indian and other low-income students. The team approach is used to provide the theoretical and empirical framework for discussion and application of basic principles.

Student interest in a broad interdisciplinary course of study, as opposed to specialization within one field, was evident at a number of institutions. Rhode Island College students who were enthusiastic about a freshman and sophomore,

12-hour, required-humanities sequence in general studies developed a minor program in the humanities. Students taking the humanities sequence determine the specific topics and texts to be studied in each course along with the faculty member who is to teach it. The major themes selected are considered from a variety of standpoints--literary, artistic, historical, philosophical, and scientific. Courses themselves are given as seminars and pass/fail evaluation is made on the basis of reading and participation in the discussions. High priority is placed on "vocal combat."

A new degree program, a bachelors in general studies, was established at the University of Michigan in May 1969. It represents a restructuring of the bachelor of science degree away from discipline orientation and toward student orientation.

> (The program) would assign to the student responsibility for planning an appropriate academic program. Thus, the student will, if he elects the B.S. in General Studies, enjoy the advantages of greater freedom and flexibility; and he will incur the risk that his decisions will occasionally be contrary to his best interests.

At the University of Hawaii, student involvement on the Undergraduate Instruction Committee contributed to the adoption of another "non-major major," a B.A. in Liberal Studies.

Students strongly supported the establishment of a department of religion at the University of North Carolina, Greensboro. Not only were they actively involved in a committee making the original request, but also in deciding what kind of department was desired.

Among the institutions that reported current involvement in the process of planning or self-study were Miami University of Ohio, Denison University and the University of Scranton. Schools that had recently undergone self-examination with the active participation of students and adopted sweeping curricular reforms will be discussed in Part II, Methods of Curricular Change.

Changes in Requirements

The second, fourth, and fifth questions in the questionnaire asked respondents to list courses or accredited activities (such as ROTC) that had been modified or withdrawn as a result of student pressure. The results indicated that ROTC became optional and/or lost accreditation at the universities of Arizona, Michigan, Montana, Scranton, Pittsburgh, Howard, and Colgate. Tuskegee Institute, in deference to student wishes, reduced its ROTC requirement to 1 year. Other institutions, such as Moorhead State College, reported that their ROTC programs were under study.

Twenty-three schools, including such institutions as Maryville College of the Sacred Heart, the University of Pennsylvania, SUNY Buffalo, Wilson College, and Union Theological Seminary specifically reported reducing their degree requirements. Additional schools such as Lawrence University eliminated certain course requirements in the process of general curricular overhaul. No institution reported an increase in credit requirements for graduation, but there was little similarity in the kinds of courses that did become optional. They included courses in: English Composition, physical education, philosophy, theology, physical chemistry, general studies, and languages. Comprehensive examinations as a requirement for graduation were dropped or modified at Hamilton College, Southwestern at Memphis, and Howard University, and were under review elsewhere. Regulations governing class attendance and residency for graduate students also became less stringent at a number of schools.

Among the institutions that modified fixed-distribution requirements were SUNY Buffalo, Hamilton College, and Emory College of Emory University. In a major revision of undergraduate degree requirements in 1969-70, SUNY Buffalo reduced student workloads to four courses per semester and replaced the former distribution requirements with a simplified system that left students with "an extraordinary amount of latitude." Undergraduates gained the opportunity to design individual fields of concentration, subject to the approval of faculty members in the field and the Dean of the Division of Undergraduate Studies.

The University of South Carolina reported that the faculty completely revised undergraduate requirements in response to a student analysis of the curriculum.

Hamilton College replaced its policy requiring freshmen and sophomores to take courses in six prescribed areas by creating a board of faculty advisors to "assist freshmen and sophomores in the development of programs of study that will best serve their educational interests and needs." Emory reduced its uniform requirements from 86 to 51 quarter hours and dropped all specified course requirements. Instead, the College required that students take 15 hours each, in any combination of courses, in the humanities, social sciences, natural sciences and mathematics. Six hours of physical education was also required. The changes came about "very largely in response to student and younger faculty opinion that the requirements were too particularly specified and too numerous and represented a false assumption that the College had the right or obligation to make so many decisions regarding student academic programs."

A proposal for reduction of the course load at the University of Pennsylvania by the Student Committee on Undergraduate Education states the generally accepted rationale behind such changes in degree requirements.

> Because of the nature of the student's academic schedule, the SCUE suggests that there are valid considerations in favor of a reduction in the undergraduate course load. The current requirement of five courses per semester severely hampers the individual's ability to pursue any single discipline beyond a superficial level. If the student has selected his courses judiciously and if he is fortunate, two or more of his courses will complement one another in such a way that he can effectively use his time to integrate concepts suggested by the separate courses. If, however, he is not so fortunate, and this is a frequent occurence, the student does not have a substantial opportunity to study a field in even moderate depth or to attempt a more subtle evaluation of the ideas he works with. One cannot carry five courses and deal effectively with them all.

After presenting the details of the proposed credit reduction, the paper goes on to say:

> There are several advantages which are by-products of such changes. The student who plans to teach will have an opportunity to take additional education courses during four credit semesters. Departments will be able to reduce the number of man-hours they devote to courses whose main purpose is to fulfill distribution requirements. The implications of this are obvious. Class size will tend to decrease; while this proposal is not designed to remedy overcrowding, it will improve the situation. In addition, the quality of individual classes should increase since student enrollment is more likely to indicate student interest than institutional pressure. While these are benefits of the system, they are not the vital ones. It is important that we understand the intent of the primary proposal. Course load reduction should grant the student additional latitude, not deny it. If the student feels that he can better serve his ends by taking five or more courses, then he should be permitted to do so. It is for this reason, also, that we have suggested that the qualified student be permitted to take an unlimited number of Pass-Fail courses.

When asked about course modifications as a consequence of student demands, several institutions cited a greater use of independent studies. The results, however, showed no other common types of student-initiated changes in continuing courses. For example, at West Virginia University, a sociology course on race relations became one on black experience; Wilson College modified all its American civilization courses; Bemidgi State College consolidated its biology sections; Chatham College revised an arts course; Maryville College of the Sacred Heart modified its honors program; and SUNY Buffalo's School of Nursing revised its curriculum to put more emphasis on community public health and health topics related to sex.

Grading Reforms

Pass/fail or credit/no credit grading was introduced at the request or with the support of students at 53 institutions,* but there was tremendous variation in the extent of and regulations covering its use. Most schools, including such institutions as Manhattanville College, Maryville College of the Sacred Heart, Oklahoma State University, Eastern Kentucky University, the University of Arizona, and the University of Alabama restricted the pass/fail option to juniors and seniors having a B average or to honors students. They further stipulated that the option could be chosen only for one course per semester, thus allowing undergraduates to

*Listed in Appendix D

take a maximum of four courses on a pass/fail basis. Usually, only courses that were "purely elective" (outside major, minor, or other campus requirements for graduation) were permitted, and then only if the instructor teaching the course agreed to offer it on a pass/fail basis. In addition, students were generally required to obtain permission to take the course from the department chairman or the academic dean.

At the other end of the spectrum are a few institutions, such as the University of California at Santa Cruz, that employ a pass/fail grading system throughout its undergraduate and graduate programs, and Florida Presbyterian College with only three symbols on its grading scale: High Pass, Pass, and Fail.

Pass/fail policies of the remaining responding institutions fall somewhere in between. Swarthmore records only pass/fail grades for freshmen. The State University of New York at Buffalo permits students to select a satisfactory/unsatisfactory system of evaluation for any course during the first 4 weeks of a semester or choose to receive written evaluations at any point during the semester. Buffalo students can also choose letter grades if they so desire. The University of Michigan offers language courses on a pass/fail basis. University of Missouri undergraduates are allowed to take six pass/fail courses; University of North Carolina undergraduates may take eight. Harvard and University of Pennsylvania law schools adopted pass/fail grading throughout their curricula.

Descriptions of the pass/fail option stress that there is no reduction in course work in such classes: "It is not the same as auditing," states Rosemont College. Courses taken under the pass/fail option are not included in computations of a student's grade point average, but credits earned under the option count toward graduation requirements. "Pass" is generally considered the equivalent of A, B, C, or D, although C is the lowest grade for which credit is awarded at some schools (e.g., the University of Missouri at Kansas City).

The purpose of offering a pass/fail option is the same at most schools. It enable students to explore subject areas outside their majors without fear of damaging their academic records. They can thereby enrich their educational

experience free of the pressure of grades. Like most of the other student-initiated changes, it encourages students to assume responsibility for their own education.

Respondents at four institutions (the universities of Pennsylvania, Missouri at Kansas City, Indiana, and North Carolina at Greensboro) included studies of the pass/fail option based on surveys at their schools.[1] Both Missouri and Indiana reported low usage of the option. A total of 62 students in the University of Missouri's College of Arts and Sciences elected a course on the credit/no credit option the first semester it was available, Spring 1969. The number represents 1.5 percent of the total enrollment, which, however, includes ineligible freshmen. At Indiana University, approximately 10 percent of the eligible juniors and seniors in the College of Arts and Sciences elected the pass/fail option in Fall 1967, and 20 percent in Fall 1968. The majority of students at both institutions were seniors who tended to select courses within their major field. Despite the small numbers of students taking advantage of the option (a factor noted by other respondents), there was overwhelming support by the student bodies of all four institutions for continuation or expansion of the grading option.

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[1] (HE numbers)

II. PROCESSES OF CURRICULAR REFORM

Although the methods used by college students to effect changes in the academic curriculum vary from institution to institution depending upon the college environment, it is possible to identify eight overlapping approaches from the responses. They are discussed here in order of their comprehensiveness or ambitiousness, from the least to the most.

Committee Membership

By far the most common means used by students to influence the selection of course and program offerings is membership on committees. And while student representation on curriculum or departmental committees is not generally equal to that of faculty members, there appear to be few committees completely closed to them. (Students do predominate in committees responsible for generating proposals concerning the establishment of black and ethnic studies, and they are usually heavily involved in developing such programs.)

The fact that many curricular innovations were initiated by committees including faculty and administrators as well as students led a good number of respondents to state that it was difficult to isolate the exact origin of course changes. This was particularly true of small campuses at which faculty, administrators and students were closely in touch with and responsive to one another's needs. Nevertheless, respondents attempted to list only course, program, or grading changes that were clearly the result of student wishes. Usually, while students were responsible for the initial suggestion of a new course, the implementation was up to the faculty and administration. The response from the School of Physical Education at the University of Illinois, Chicago Circle, is fairly typical:

> [An] examination of the undergraduate curriculum is being conducted via the committee process. Students have been invited to attend all committee meetings....This action is the result of student oriented movement which began during the 1968-69 academic year. At that time this office invited both students and faculty to attend a series of three open forum discussions. From this type of symposia setting there emerged a healthy stream of student-faculty communication. Curricular problems were discussed and the

> concept of increased student participation in the development of curriculum was initiated.

A Brigham Young University respondent wrote:

> While students have been deeply involved in reviewing grading procedures, credit by examination, and the development of programs in environmental control, they could not accurately be described as either "initiating" or being "instrumental" in effecting them. Students and faculty work so closely that giving credit to either at BYU is unfair.

A respondent from SUNY Buffalo wrote:

> A student-faculty committee, with an equal number participating from each group, proposed major revisions of grading to the Faculty Senate in the fall of 1968. On one of the recommendations, the joint committee split. Student members of the Committee took their position to the floor of the Faculty Senate, and their proposal was adopted. As a result, the State University of New York at Buffalo has a three-fold grading system. . .These alterations went into effect in 1969-70.

Student Government

A somewhat more traditional but not the most common current approach whereby students were instrumental in initiating change was through formal recommendations of the student government. At Eastern Kentucky University, for example, the Student Council formally requested the Council on Academic Affairs to consider the merits of a pass/fail system. The plan described was then worked out by a sub-committee of the Council on Academic Affairs, approved by that body, the Faculty Senate and the Board of Regents.

Course and Teacher Evaluation

Student courses and teacher evaluations have been widely responsible for course and degree modifications. Frequently, the evaluation projects are not only initiated, organized, and run by students; they are also financed entirely by student fees. The respondent from SUNY Buffalo commented:

> Through the mechanism of SCATE-Student Course and Teacher Evaluation-and through student participation on a significant number of committees within departments, a variety of alterations have occurred within existing curricula. The changes are too extensive to list in detail. However, the teaching style adopted in experimental courses, such as the freshman seminars or the college courses, the rapid growth of independent study, and student insistance upon inclusion of neglected elements in certain curricula. . . .testify to the vital role undergraduates have played.

A more extensive survey of student opinion was that conducted by the University of Iowa. Concerned with the College of Liberal Arts, it covered: the advisory system, pass/fail courses, the need for a teacher and course evaluation program, the honors program, requirements, cheating, graduate teaching assistants, lectures versus independent study, course load, and the importance of the instructor. Presumably, the findings were used to generate changes in these areas.

Free Universities

The incorporation of "free university" courses into the regular, accredited college curriculum has been another method of introducing student-designed material. At the University of Alabama, credit was secured for two courses initially offered by the New Alabama Experimental College. One deals with poverty and religion and the other involves a tutorial project in the black community. The courses were left on a completely experimental basis, just as in the "College," and students were allowed to structure them as they wished. Dartmouth University is another institution that has incorporated into its regular curriculum formerly experimental college courses, Black American History, Film Criticism, and The Relationship Between Religion and Science.

The evaluation of previously extracurricular community service activities to accredited status is a similar method by which student-initiated curricular innovations have crept in through the back door. At Michigan State University, for instance, 180 student ombudsmen receive credit for their work. One of their activities has been to establish a "crisis center."

Interim Term

The introduction of a January term, or "Four-One-Four" plan, is a fifth method by which institutions have accommodated student demands for "relevant" study. The Four-One-Four calendar plan, which has gained wide popularity, provides an interim semester of one month--usually January--during which students can concentrate on

a single course or project. Students are urged to develop during this period interest in and knowledge of subjects outside their major fields. The provision of a pass/fail grading option is frequently a further encouragement for students to engage in studies for which they might not have an extensive background.

Students have not only been instrumental in speeding the adoption of interim terms on many campuses, but have suggested and designed many of the courses offered during the term. Students at St. Olaf College (Minnesota), for example, have suggested such January term courses as The Negro: A Minority Group in American Society, The Radical Argument in Politics, and Musical Acoustics. Macalester College offered over 200 courses in its 1970 January interim term. They ranged from Art Criticism to Botanical Technique, Biological and Geologic field study of the Tucson Region, Current Economic Issues and Public Policy, European Economic Institutions, Principles and Practice of Life Insurance, The English System of Education, Child and Adolescent Life Styles, Encounter Group Experience, Study at The Institute for the Study of Non-Violence, Women and American Society, The Art of Muckraking, The Homosexual in Literature, French Canada, The Geography of Peace and War, Neighborhoods and Perception of Territoriality--a St. Paul Field Project, Introduction to Crystal Optics, Sir Winston Churchill, The Lost Cause in America, Past and Present; or Power to the People, Research in Washington, D.C., Number Theory for Neophytes with Computer Applications, Making a Harpsichord, Utilitarian Ethics, Survey of Aquatic History, Neuromuscular Relaxation,Spontaneous and Forced Exercise of Small Animals (rats), Avalanche--The Physics of Snow and Ice, The Impact of 20th Century Physics on Modern Thought and Society, Astronomical Instrumentation and Telecscope Making, Law and the Ghetto, Violence and Politics, The College and University as a System of Political Behavior, The Mental Hospital, Personality in Gambling and Game Playing, European Psychological Laboratories, Biblical Eschatology and Contemporary Man, The Christian-Marxist Dialogue (abroad), Russian Culture and Conversation (Tolstoy Farm at Valley Cottage, New York), Madness, Here comes the Judge: Anthropology of Court Rituals, City Problems: Views of the Activists, a Comparison of the Interpretations of Spanish History in the Writings

of José Ortega, Miguel de Unomuno, and Amérigo Castro, Radio and Television in Sweden (abroad), and Norway: A Welfare State? (abroad). Students themselves directed four courses: Introduction to Cobol Programming, Theories and Applications of Counseling for College Students, The Era of the Silent Cinema, and Institutional Analysis. In addition, faculty advisors were provided to supervise individual projects both on and off campus.

The respondent from Florida Presbyterian College pointed out that the January term gives students the opportunity to recommend and take the kind of courses that elsewhere they could take only from a free university. At Florida Presbyterian, for example, a group of 15 students spent January 1970 in the San Francisco Bay area studying humanistic psychology and visiting such places as the Esalen Institute and the Haight-Ashbury Clinic. The interim terms at New Mexico State University and St. Edwards University (Texas) are similar.

As the partial listing of Macalester College's interim term courses indicates, the January term can frequently be spent in study abroad. Florida Presbyterian's syllabus lists courses to be taken in Britain and Jamaica.

The University of Hawaii chose a theme, "Hawaii and its Future," for its first 2-week interim session in January 1970. The session was devoted to a critical analysis of four general areas of Hawaiian life--culture and life styles, education, economics, and the environment--and was intended to produce concrete proposals which would then be channeled into the State Legislature. It was hoped there would be broad participation of both the campus and the public communities. In addition, special courses were offered for credit and special activities sponsored by 22 departments.

Special Facilities

A sixth method is more ambitious because it requires an ongoing commitment on the part of the college or university to curricular innovation. It involves the establishment of special institutional channels or structures for initiating student-desired courses. One example is the University of Utah's joint student-faculty committee called the "Experimental Curriculum Board." Established in the 1968-69

academic year, the Board is authorized to receive and approve, for two quarters of credit, courses that are initiated by either students or faculty and taught outside the regular curriculum. Two courses that have resulted from its creation are Workshop for Student Government Officers and The Great Basin as an Ecological System.

A related practice is the designation of one experimental course per year. Southern Illinois University's "Issues of Today," and Florida Presbyterian College's "Junior Seminar" are examples of course time set aside for study of a student-suggested topic. The topics generally vary from year to year, depending upon student interest.

The University of Michigan's "Course Mart," developed in the fall of 1968 by a planning committee that included two administrators, two faculty members, and six students, represents another effort to inject flexibility into the curriculum. The Course Mart is described as a "stock market in courses" whereby students may suggest courses they wish to be taught and instructors may submit proposals for courses they wish to teach. Faculty members who don't want to teach courses themselves may sponsor courses to be taught by qualified graduate students. Credits are arranged for each course individually and can be applied toward distribution requirements in the humanities and natural and social sciences on approval of a curriculum committee. All courses offered through the Course Mart are graded on a pass/fail basis.

SUNY Buffalo has a similar "Bulletin Board" arrangement whereby students and faculty can propose new courses available for credit following approval of the curriculum committee. By the second semester of 1969-70, 24 such courses (some extending over two semesters) had been offered. About 60 percent of the courses were proposed by students and the remainder by faculty. The subjects ranged from contemporary political and social issues, to education, music, literature, biology, film, and higher mathematics.

The University of Hawaii's "Clearinghouse for Innovation" was created at the urging of "one persistent student." To stimulate change in the curriculum, this

body maintains files of new programs at the University and other campuses and holds weekly discussion meetings concerning new courses and programs. A student and faculty member serve as co-chairmen and anyone may attend the meetings.

The Center for Participant Education at the University of California, Berkeley, is a well established formal vehicle for student-designed courses. The courses it generates fit into existing departmental categories: i.e., the Department of Dramatic Arts absorbed Studies in Avant Garde Theater and its Antecedents; the Department of Social Analysis added Existentialism and Freedom; the Nature Studies Department added The American Wilderness as Myth, Hope and Experience; Literature absorbed Mysticism: Theory and Practice and Writing Seminar Workshop; and Mathematics added Modern Algebra and Number Systems.

Alternative Curricula through Independent Study

The seventh method involves the expansion of the concept of independent study to a completely separate curriculum within the college or university. Paul Tamminen's paper, "Powerlessness Corrupts" (1969), discusses this approach.

> [One] approach is developing a total alternative plan but seeking its implementation on a limited scale--e.g., in an "inner college" or "residential college" in which only a small part of the total student body participates, but does so on a full-time basis. This approach is gaining increasing consideration, as it offers the advantages of (1) allowing an "experimental" approach to larger change; and (2) requiring a smaller group of willing student and faculty to initiate it. These advantages are particularly important at large universities, where the problem of sheer size presents acute obstacles to reformers, leading many to advocate the formation of "cluster colleges" as a necessary prerequisite for other changes.

This expanded use of independent study is often combined with "learning contracts"--agreements between a student and faculty member concerning course content and methods of study and evaluation--and plainly permits students a much wider range of course choice than the traditional college curriculum. At New College (Florida), a student with the aid of two faculty members can write a contract defining his academic program for 3 months at a time. Contracts can involve seminar work, classroom study, tutorials, independent projects, or study at another college.

If the student fails to fulfill the contract, the faculty sponsor can declare the contract void, or in cases of default, recommend dismissal of the student.

The Inner College Experiment (ICE) was the creation of a group of about 30 Macalester College students who met for many sessions during the 1968-69 academic year to discuss education at Macalester and develop the proposal for the ICE. It calls for a group of about 35 students to participate in a program of independent study that lasts throughout the fall term. The interim session is devoted to evaluation and analysis of the results; and the spring term to involvement in the regular curriculum in such a way as to build upon the independent study experience. In the fall, each student selected for the ICE prepares a written statement of his educational objectives during the year and plans a program of study around one or several topics. The student follows an honor procedure in grading in that he or she indicates to the registrar at the end of the fall term and interm session whether elective course credit should be awarded. The rationale is that:

> With the removal of external motivations, there will be plenty of opportunity for the development of self-discipline and internal motivation. The community that the Inner College will attempt to build is designed for the maximum educational growth that cooperative learning, independent study and inter-disciplinary study lend to the educational experience.

The University of South Carolina's program of "Independent Study and Contemporary University" is another example of an attempt to build a new kind of academic community within the university structure. Like the Inner College, the formulation and implementation of the program fall essentially under the rubric of independent study; but also like the Inner College, the program attempts to transcend purely independent study by placing strong emphasis on the development of close relationships among participating students and the coordinating faculty. In short, both programs represent efforts to build new educational communities. The Independent Study-Contemporary University program allows selected undergraduates to develop individual or group programs of study for one semester and receive up to 15 hours of credit for their work. Participants can submit finished work in any form

they wish--a paper, novel, movie, seminar series, etc.--as long as the product can be evaluated by the faculty advisor. In a review of the program, which concludes with a recommendation for its continuation and expansion, a faculty committee commented that the program afforded students the chance "to formulate and follow through their own ideas with a maximum of freedom. After a year's experience, the program has proven that it is not a haven for would-be dropouts, disrupters, or misfits but an enriching academic opportunity for a bread spectrum of students."

New Curricula

The last and most comprehensive method is development of a master plan for the total reconstruction of the curriculum. The success of this approach at Brown University attracted national attention in 1969 when the University agreed to abandon completely its existing curriculum and adopt, with few changes, an alternate curricular structure proposed by two students in a voluminous document reviewing the system of American higher education in general and Brown University in particular.

Unlike Brown, which serves as an inspiration to many student reformers, most efforts to restructure the total academic curriculum of an institution are not spurred solely or even mostly by students. The great majority of wholesale curricular overhauls are the product of committees, including administrators, faculty members, trustee and alumni representatives as well as students. However, the revisions the committees propose are uniform in giving students greater freedom to design their own education and greater responsibility for meeting self-imposed objectives.

Lawrence University's Select Committee on Planning, which was composed of 14 faculty and administrators, three trustees, and three students, was charged with examining the University in detail and making recommendations. Its report, issued in September 1969, covers: the institution's tradition of liberal education, the curriculum and a host of special programs, athletics, the faculty and all regulations

pertaining to it, government of the University, its structure and facilities. Among the many changes that were recommended and subsequently adopted were the elimination of almost all uniform course requirements and the stipulation that departmental requirements may not exceed 50 percent of a student's total course load. In addition, students were to be allowed to design their own courses to be graded on a satisfactory/unsatisfactory basis.

Indiana University's Educational Policies Committee, consisting of faculty and students, was appointed to examine the College of Arts and Sciences as a whole, and report on both the internal organization and operation of the College and its functions within and relation to other components of the University. Underlying its wide-ranging recommendations, which involve complete reorganization of the College, is the notion that the University has an obligation--heretofore unmet because of unnecessarily rigid requirements and a general lack of educational goals or mission--to provide a setting for intellectual growth and excitement.

Hiram College's new curriculum:

> is based upon the premise that by giving students more freedom and more responsibility, along with the opportunity for more individual faculty guidance, a college can create an atomsphere in which both academic inquiry and personal growth will flourish.

Hiram's committee was particularly concerned with recasting the freshman year program because of its importance in the development of student attitudes toward education and because of its traditional weakness. Distribution requirements were replaced by new courses focusing on issues and cutting across disciplinary lines, and the number of required courses was halved.

Students had a prominent role in the Union Commission that conducted a major examination of Union Theological Seminary during the 1968-69 academic year. The Commission was created as the result of a "free university" meeting called to discuss the state of the institution following the crisis at Columbia University and the preface of its report refers to this beginning:

> In this time of campus upheaval, many educational institutions are struggling to free themselves from traditional and often inflexible patterns in order to discover new forms and roles for the next decade.

The report and its recommendations, which were approved by the student body, the faculty, the board of directors, the alumni council, the staff, and the nonteaching administration discussed: the nature and purpose of theological education (which includes all the proposals for curricular reform), governance, and an interpretation of the course of the Commission.

The Colorado College Plan was formulated under the auspices of the College planning office directed by Dr. Glenn E. Brooks, a faculty assistant to the president, and was put into effect September 1970.

> It is a comprehensive plan which integrates academic, leisure, and residential programs of the College. The Plan is designed to assure substantially more active student involvement in education; to give faculty and students more productive control of their time; and to make more effective use of campus and off-campus environments.
>
> Distinctive features include: (1) a concentrated course system in which students normally will take--and faculty will teach--only one or two courses at a time, or will work in interdisciplinary courses; (2) course size will average 14, and strict upper limits will be placed on all course enrollments; (3) courses will vary in length from three to ten-and-one-half weeks, and courses of differing length will run simultaneously in a modular schedule; (4) within courses, students and faculty will have no set class schedule, but rather will be free to determine their own meeting times; (5) each course will have a specially reserved courseroom or laboratory for meetings, study and research; (6) some academic work will be carried on in residence halls; (7) new emphasis will be placed on field studies and independent research; (8) extensive leisure activities, ranging from conventional lectures and concerts to a new program of support for individual student projects, will complement the concentrated course work; (9) half-week breaks once a month will be used for symposia and other special activities.

Student initiative was responsible for sweeping changes in the academic programs of Eastern Connecticut State College and the University of Pennsylvania. At Eastern Connecticut, student pressure resulted in the reduction of required background credit hours from 65 to 36, elimination of a language requirement for all students, a cut in the physical education requirement, and reduction of credits needed for graduation from 125 to 120. Periodic reports of the Student Committee on Undergraduate Education (SCUE) at the University of Pennsylvania have stimulated discussion and reform in many areas of the University. Their 1966 report on

undergraduate life at the University was based on a survey of the student body, committee studies, and a series of teach-ins. It covers: the atmosphere at the University, facilities, the College and College-for-Women dichotomy, student-faculty contact, advising systems, entrance to the major, field of concentration program, size of classes, problems of course orientation, teaching and teachers, graduate students as teachers and graders, methods of testing, grading and the pass/fail system, the seminar system and senior colloquia, independent study and auditing, student evaluation of teachers and courses, and the role of the student in tenure decisions and policymaking.

SCUE summarizes its mission as follows:

> If every student is urged to define his own goals and values, instead of having them dictated to him, we believe that a more committed, responsible, and thoughtful student will be the result. It will have become difficult for a student to be apathetic, [and] unfeasible to take no interest in the educational process. Education will have become a way of life.

CONCLUSION

Although the number of students actively involved in academic reform is very small in comparison to the total number of students enrolled in institutions of higher education, they have had a significant impact nationwide both on the content and the structure of college curricula. Their impact on the content of the academic program is evident in the proliferation of problem-centered courses dealing with urgent social and political issues of the day. Their effect on the structure of the curriculum is clear in the growth of interdisciplinary, independent, and field studies which call for new, more flexible, and essentially more demanding relationships among students, instructors, and institutions.

The movement of student-generated educational change is uniformly in the direction of greater freedom and greater personal responsibility. Behind demands for more pass/fail grading options, for elimination of certain course and attendance requirements, for concern with practical rather than theoretical matters,

lies a feeling that higher education has become too much involved with trivia and too little with individual development and social change. The consistency of the types of reform sought by students, as reported in responses to this survey, indicate a widespread desire for personal involvement with the processes and purposes of American academic learning.

APPENDICES

A. Survey Instrument and Accompanying Letter.

B. Institutions Initiating Black Studies Courses or Programs.

C. Institutions Initiating Ethnic Studies Courses or Programs.

D. Institutions Initiating Pass/Fail Grading Options.

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APPENDIX A.

In response to requests from university administrators and faculty-student committees, the ERIC Clearinghouse on Higher Education is compiling a compendium of student-initiated changes in the curriculum.

This compendium will focus on student-initiated educational reforms for which academic credit is awarded and will include such innovations as the adoption or modification of courses, programs, or activities. Learning experiences that are not presently awarded credit will not be included, even though the institution may later offer the same course or activity (e.g., community work, independent study) for credit. Curricular innovations that have been adopted in response to general student activism will also be omitted.

I would very much appreciate it if you would send me any available written material--perhaps in the form of committee reports, funding requests, memoranda, the college catalog, etc.--describing courses in your undergraduate or graduate curriculum that have been established or modified as a result of student recommendations. This would encompass everything from changes in course requirements to the incorporation of "free university" courses or Black Studies programs. I would also like to know whether, at the direct request of students, new methods of grading have been adopted, courses dropped, or degree requirements changed. If no written material is available, please complete the brief questionnaire attached to this letter.

Because our Clearinghouse is interested in gathering and disseminating information about innovative curricula in general, we urge you to send us any documents you have on this topic. We could then either distribute them through ERIC's monthly publication Research in Education or compile them for dissemination in another form.

Thank you for your cooperation. We hope the compendium will be helpful to those administrators, faculty members, and students who are seeking to encourage students to assume a more responsible and creative role in academic affairs.

Sincerely,

Janet Shoenfeld
Student Curriculum Project

STUDENT-INITIATED CHANGES IN CURRICULUM AND GRADING

Name of Institution _____

1) Name the titles and describe any NEW courses or accredited activities established as a result of student initiative. How were students instrumental in effecting this change (i.e., through faculty-student committees?)?

2) Name the titles and describe how existing courses or activities were modified as a result of student initiative.

3) If grading practices have been altered as a result of student requests, describe in what way.

4) Name any courses or accredited activities (i.e., ROTC) that have been withdrawn as a result of student pressure.

5) Describe any changes in degree requirements resulting from student pressure.

APPENDIX B. Institutions Initiating Black Studies Courses and Programs.

Akron, The University of
Alabama, University of
Arizona, University of
Cabrillo College
California, Berkeley, University of
California, San Diego, University of
California, Santa Barbara, University of
Chatham College
Coe College
Colgate University
Colorado, University of
Colorado State College
Cornell College
Dartmouth University
Denver, University of
Eastern Michigan University
Fordham University
Houston, University of
Howard University
Illinois, Chicago Circle, University of
Indiana University
Kalamazoo College
Kansas State College of Pittsburgh
Manhattanville College
Maryland, University of
Michigan, University of
Missouri, University of
Montana, University of
Montclair State College
Mt. Hood Community College
Muhlenberg College
New Haven College
North Carolina, Greensburg, University of
Northland College
Oberlin College
Ohio University
Oklahoma, University of
Oklahoma State University
Our Lady of the Lake College
Pennsylvania State University
Pittsburgh, University of
Purdue University
Reed College
San Francisco State College
Sonoma State College
South Carolina, University of
St. Olaf College
Swarthmore College
Temple University
Tuskegee Institute
Virginia Polytechnic Institute
Wesleyan University
West Virginia University
Western Washington State College
Wilson College
Winona State College
Wisconsin, University of
Xavier University

APPENDIX C. Institutions Initiating Ethnic Studies Courses or Programs.

Arizona, University of
Cabrillo College
California, Berkeley, University of
California, Los Angeles, University of
California, San Diego, University of
California, Santa Barbara, University of
California, Santa Cruz, University of
Colorado, University of
Colorado State University
Fordham University
Hawaii, University of
Illinois, Chicago Circle, University of
Montana, University of
Moorhead State College
San Francisco State College
Sonoma State College
Western Washington State College

APPENDIX D. Institutions Initiating Pass/Fail Grading Options.

Alabama, University of
Albright College
Arizona, University of
Boston University
Cabrillo College
California, Santa Cruz, University of
Carleton College
Chatham College
Colgate University
Colorado State University
Cornell College
Eastern Kentucky University
Emory College
Emory University
Florida Presbyterian College
Hamilton College
Hawaii, University of
Harvard University Law School
Hiram College
Howard University
Illinois, Chicago Circle, University of
Indiana University
Lawrence University
Manhattanville College
Maryland, University of
Maryville College of the Sacred Heart
Michigan, University of
Missouri, University of
Montana, University of
Moorhead State College
Montclair State College
North Carolina, Greensboro, University of
Ohio University
Oklahoma State University
Our Lady of the Lake College
Pennsylvania, University of
Pennsylvania State University
Pittsburgh, University of
Reed College
Rosary Hill College
Rosemont College
Sonoma State College
Southern Illinois University
State University of New York at Buffalo
Swarthmore College
Texas, University of
Union Theological Seminary
Utah, University of
Virginia Polytechnic Institute
Western Washington State College
Wilson College
Xavier University
Yale University

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